



## Behaviour Strategy

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**Respect**

**Independence**

**Curiosity**

**Resilience**

This policy should be read in conjunction with the school's Anti-Bullying Policy and the CLP Policy for Behaviour Management and Exclusions

Underpinning the whole of the ethos of the school are our Vision and Values. These are for the whole school community to live by and demonstrate through words, actions and decisions.

### **School Vision**

Strive-Belong-Thrive: Children at the heart of everything that we do

### **Old Town Values**

#### **CURIOSITY**

- We love learning about new things.
- We can ask great questions to develop our understanding.
- We can wonder 'why'?
- We want to find out more.
- We enjoy being creative and 'thinking outside the box'.
- We explore, investigate and seek answers for ourselves.

#### **RESPECT**

- We have kind hands, feet and use kind words.
- We take turns and share.
- We listen to the thoughts and feelings of others.
- We celebrate similarities and differences between people.
- We take pride in the achievements of others.
- We have good manners and treat each other how we would like to be treated.

#### **RESILIENCE**

- We always try our best and are ambitious with our learning.
- We persevere when things are difficult.
- We don't give up easily.
- We know what to do when we are stuck and keep a positive mindset.
- We believe that we can get better at things.
- We can resist distractions.

#### **INDEPENDENCE I**

- We take care of our own needs.
- We are able to do things by ourselves and can seek help if we need it.
- We can make good choices and take responsibility for our own decisions.
- We encourage and celebrate everyone's individuality.
- We can make improvements and learn from mistakes.
- We can ask questions to help us learn.

The purpose of this strategy is to guide staff, pupils and parents on our restorative and relationship- focused approach to behaviour management. This will allow the pupils at Old Town to enjoy a calm, nurturing and caring environment which will give them the best possible chance of success, both in school and in everyday life.

### **Underpinning our approach at Old Town are the beliefs that:**

- All members of our community are valuable and valued.
- Staff feel empowered and confident to manage behaviour at all levels – staff support each other.
- Old Town supports children by teaching them how to behave in a way which supports their ability to access learning and to enable everyone around them to be able to learn.
- We support children to own, discuss and consider their behaviour and coach them in improving it where needed.
- We support adults by sharing different strategies to help them manage the behaviour of the child / children in their care.
- Consistency and certainty in approach from staff is key however we recognise that equality and equity are different: everyone should get what they need and that may look different for individuals – particularly those with an additional need.
- We teach, promote, seek out, recognise and reward positive behaviour.

### **We want to make it right together**

- Addressing poor behaviour in the classroom
- Teaching children to take ownership of their behaviour, recognise the impact that it has on themselves, and others, and to make amends and discuss ways forward
- Recording poor behaviour so that patterns can be spotted, children can be highlighted and more detail shared externally if needed
- Working to support (rather than undermine) the child/teacher/TA relationship at all times

### **Introducing restorative conversations**

A restorative conversation is an approach that can be used to deal with pupil conflict and behavioural issues. It encourages pupils to reflect on an incident and consider how their actions affected other people. Restorative conversations are a great way to focus on next steps and personal growth, allowing pupils to develop their empathy skills and for dealing with difficult situations in a positive, forward-thinking manner.

# Old Town's Behaviour Strategy – at a glance

## Classroom Routines

Calm music/talk time



Greet every child



Stopping and settling



T	R	O	G	S
Time and Task	Resources	Outcomes	Grouping	Stop Signal

## Rewards

<p>Class Target</p>	<p>Raffle Tickets</p>	<p>Hot Chocolate Monday</p>	<p>Headteacher's Award</p>	<p>Teacher/TA rewards</p>
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## Putting it right together

<p>Addressing Poor Behaviour</p>	<p>Restorative Conversation</p>	<p>Behaviour Pathway</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid blue; padding: 5px; text-align: center;">   <b>Good Choice</b> </div> <div style="border: 1px solid blue; padding: 5px; text-align: center;">   <b>Not a Good Choice</b> </div> </div>
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## Consistent classroom routines

### Calm music/talk time



We cannot underestimate the importance of a positive start to each day. Some children may already have had an unsettled start to the day – running late, arguing with siblings. Therefore it is important that when they come in to school they receive a calm start. This allows staff the opportunity to check in and talk with children. Between 0845 and 0900 (when the teacher is on the door) there will be a directed task for the children to access. Once the register is completed at 0900, there will be 15 minutes of talk time – children may share news, recap learning or talk about current/topic issue.

The Calm Start aims to:

- Settle children in readiness for their day
- Diminish or leave behind any worries which may negatively impact on their day
- Build independence and social skills
- Give more time for children to express their feelings, thoughts and ideas
- Build confidence when talking and sharing with others
- Develop self-acceptance
- Build an understanding of emotions and empathy

The benefits of a calm start to the day are felt by all. Most importantly, our children are more relaxed, happy and ready to learn.

### Greet every child



Every child is greeted warmly every day. This:

- Gives every child a moment to be noticed and welcomed
- Builds a relationship between teacher/TA and pupil
- A chance for the teacher/TA to check-in with the child, remember important things to the child, remark on something positive, ask how something has gone, pass on a book recommendation, show compassion in a time of difficulty etc.
- Sets a welcoming and respectful tone to relationships in the room
- Teaches children how to greet people politely and promotes our value of respect
- Provides an early opportunity for any issues to be noticed and dealt with quickly then or to be picked up later on

### Stopping and Settling



*The length of the countdown will take into consider age/stage of the children e.g. 5-4-3-2-1 in Year 2, 3-2-1 In Nursery and Reception*

*Instructions will not cognitively overload the children with excessive use of language/vocabulary.*

*Instructions will be short and sharp.*

Teachers/TA's countdown to stopping and settling giving clear instructions and praise as the countdown progresses.

Countdown gives children time to transition from activity to listening. It gives them that chance to stop talking, writing, gluing, drawing or whatever it is their up to, and get ready to hear what the grown up has to say.

This routine is used in every classroom across the school. We do this so that:

- Children know what to expect from any teacher in any class
- Transition between teachers and year groups is eased
- Expectations are clear
- Every class can be quickly and simply stopped and settled so that learning can be smooth and at an appropriate pace

## Setting the class to work

<b>T</b>	<b>R</b>	<b>O</b>	<b>G</b>	<b>S</b>
Task and Time	Resources	Outcomes	Grouping	Stop Signal
				

**T – Task and Time:** Teachers/TA's let the children know what they need to do (task) and how long they have to complete their work (time).





**R – Resources:** Teachers/TA's let children know what resources they will need to complete the learning and where to find the relevant resources e.g. rulers, denes, colouring pencils, paints.

**O – Outcome:** Teachers let children know how to be successful and what they want to see at the end of the session. A reminder of any success criteria should be given mid way through each session.

**G – Grouping:** Teachers/TA's let the children know how they will be grouped / organised e.g. working alone, in pairs or in groups.

**S – Stop signal:** Teachers give a reminder of the signal to stop. The stop signal is consistent in all classrooms e.g. tambourine shake.

## Rewards

<p><b>Class Target</b></p> 	<p>The teacher will write a 'Team Target' on the board. This could be a behaviour or an academic target. The target could be changed daily but may last longer (weekly) if appropriate – the target should link to the specific need of the particular class e.g. not calling out, listening quietly, tidying up, looking after resources.</p> <p>Children who demonstrate they are meeting the target are given a pom pom to put in the jar – if they are in a group/set different to their own class, they take the pom pom back to their classroom and place in their class jar when they return.</p> <p>A pompom treat will be given once the jar is full – half termly. Rewards could involve an additional play time, arts/craft/sports activity, move. <i>Reward time should not exceed 30 minutes.</i></p>
<p><b>Raffle tickets</b></p> 	<p>If a member of staff sees a particular child trying hard with their learning, or promoting our school values they will award them with a raffle ticket. An example of this could be sitting on the carpet beautifully, having good listening ears and looking eyes, persevering with a task, being resilient, curious or developing their independence.</p> <p>Likewise, if someone is noticed for being respectful across the school, they too would be awarded a raffle ticket. Qualities such as being polite, holding the door open for visitor, being a good friend to someone in the classroom/playground, working as part of a team, listening to others and realising that we all have different points of view or being seen 'out and about' in school uniform being a positive ambassador for the school. These qualities too would earn the children a raffle ticket.</p> <p>Children then place their raffle tickets in the class 'raffle ticket pot' and then each Friday afternoon we gather together as whole school for our celebration assembly encompassing the 'Old Town Lottery'.</p>
<p><b>Hot Chocolate Monday</b></p> 	<p>Children who consistently show the school values and/or are always a real shining example of positive behaviour will be given a 'golden ticket' to have Hot Chocolate with a senior member of staff on a Monday with any other children who have been recognised in this way. The teacher will explain to the class clearly why that child has been awarded this privilege so that the others can be inspired. This is a very special reward. <i>Special tickets will be given to children (in a Wonka style manner), that they can take home and share with parents.</i></p>
<p><b>Headteacher's Award</b></p> 	<p>A time to celebrate outstanding effort within the class. This is a chance for every child to be celebrated for what they bring, offer, achieve and/or model. This shows that every individual is valued and that we can see good in all people. All children will receive a Headteachers award by the time the leave Old Town. <i>Headteacher's awards will be limited to 1 per child per school journey and should only be awarded for an <u>outstanding piece of work or contribution to school life.</u></i></p>

**Teacher/TA rewards**



A time to publicly celebrate really impressive, 'good all the time', behaviour and learning behaviour. This is a significant, public sticker or certificate.

## Making it right together

### Addressing poor behaviour



### Noticing undesirable behaviour

- Check-in with child – are you ok? Can I help you with x? (whatever it is they're meant to be doing)
- <Name> you are x (describe behaviour) this is having x impact and is not showing x (insert school rule or value).
- You need to tell them what they should be doing.
- Finish on a positive – I know you can do this / you did fabulous work this morning / you were so kind to X earlier – this is what I need to see now.

### If behaviour continues and is a significant distraction for the class:

- if you can't get your work done here, you can go to X classroom. I'll give you a moment to make that choice
- if they choose to work sensibly, hold your RC with them at the next convenient time
- I can see this is tricky for you, we will talk about this later – *this leads to a restorative conversation at the next convenient time*. Make a brief note of observed behaviour.

### Child stays in classroom but continues poor behaviour:

- you chose to stay in this classroom but I can see you're still (name behaviour). I need you to take your work to X classroom. I'll give you a moment to gather your equipment
- if child moves and works in another classroom, hold your restorative conversation with them at the next convenient time

### Child refuses to leave:

- I'll need to send for a member of SLT to come and help you move now
- This becomes a major behaviour and leads to a restorative conversation with class teacher, at the next convenient time, and a phone call home from a senior leader.

## Restorative Conversation

**W** – What happened? What were you thinking?

**A** – Who's affected and how?

**R** – Repair – what are you thinking now? What can you do to put this right? *Agree a suitable outcome and consequence.*

**M** – Make a plan. If/when this situation arises again, what will you/we do to ensure you make positive choices ?

*A template is available to support this conversation.*



The exact conversation you have will depend on the age and level of understanding/need of the child. Conversations should include basic vocabulary and should not overload/overwhelm the child. The aim is to restore your relationship, reflect on what happened and agree a plan to improve outcomes. This conversation is not a punishment. It's a chance for teacher/TA and child to build an understanding of each other, for the teacher/TA to coach the child in reflecting on their actions and to see themselves as they are, how this impacts others and how they can positively choose to alter their behaviour.

The teacher/TA should have this conversation with the child. This can often be better done as a 'walk and talk' or whilst doing something else (e.g. sorting books or tidying up) rather than sat down at a table – this is less confrontational.

Following up is critical – consequences are given, agreements are decided for the next lesson. Every child knows which teacher/TA will or won't follow up.

### **W – What happened? What were you thinking at the time?**

Child to tell you in their own words. It's powerful for them to have to own the behaviour.

If they can't /won't speak then you can say 'maybe I should describe what happened and you can let me know if I'm right.' Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this so they can ultimately do this themselves.

Child should to admit to their behaviour. Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag)

*e.g. 'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'*

**A – Who's affected and how?** *This probably needs to be a learning opportunity, especially with the younger children (Comic book conversations may be useful).*

Again, child to reflect on how their behaviour impacted on their own learning and that of those around them. It is important to recognise the age and stage of our children and notice if they are able to recognise how others have been affected by their actions. This part of the conversation might need to be more coached and guided by the adult to support the children developing this skill.

*e.g. 'I could see Tommy jumped when you knocked the chair over. I think he did this because he was feeling scared and anxious about what might happen next. Sometimes, our actions can make others feeling nervous or worried. It is important we all feel safe.'*

### **R – repair**

Chance to repair the relationship between teacher/TA and child and/or child and affected child.

Discuss what they could do to put things right / rebuild the relationship?

*e.g. tidy the mess, apologise fully, helping someone*

### **M – make a plan**

'So, what can you do next time to make it work out better for you / those around you?'

*Child says they'll stop making the noise / damaging the book /shouting etc.*

Conclude with:

'It's really important that you show respect / kindness /honesty / you are part of the Old Town community. It's good to have this time to reflect and think about things. You've shown respect / honesty / kindness / that you are a learner in our conversation today – thank you.

This is the (child's name) I like to see – I look forward to seeing this (name) from now on.'

*For some of our children there will need to be additional resources used to aid these conversations. **Visual supports** and **social stories** can be used during a restorative conversation to help children understand what is being communicated.*

<b>Low level ORANGE</b>	For example: <ul style="list-style-type: none"> <li>- Repeated calling out</li> <li>- Making noises with voice or equipment</li> <li>- Not following a simple, clear instruction</li> <li>- Being consciously careless with equipment/resources</li> <li>- Not moving sensibly around the classroom</li> <li>- Learning disruption</li> <li>- Low level off-task behaviour</li> <li>- Poking, tapping or playing with other children’s hair</li> <li>- Interfering with other children’s learning or work</li> <li>- Deliberating doodling or defacing on their own or others learning</li> </ul>
<b>Phase 1 response</b> Class staff to check in with child and remind child of expectations <ul style="list-style-type: none"> <li>• “This is your first warning, we do not call out.”</li> </ul>	
<b>Phase 2 response</b> <b>Offer child a choice; this could be a move within the classroom, opportunity for an additional resource (to support learning or concentration) or support from an adult to re-engage with learning.</b> <ul style="list-style-type: none"> <li>• “This is your second warning, we do not call out. Would it be helpful if you had a fidget toy?”</li> </ul>	
<b>Phase 3 response</b> Child will be moved into the partner classroom for an agreed amount of time (this will be dependent on child’s age/stage of understanding) <ul style="list-style-type: none"> <li>• “This is your third warning for calling out which means you will now be spending sometime in the next classroom next door.”</li> </ul>	
<b>Medium level YELLOW</b>	For example: <ul style="list-style-type: none"> <li>- Any persistent low level behaviour that continues beyond a phase 3 response</li> <li>- Swearing / blatant blasphemy heard by an adult</li> <li>- Defiance of an instruction</li> <li>- Deliberate unkindness</li> <li>- Deliberate disrespect</li> <li>- Deliberately hurting another child (not as part of reciprocal rough play)</li> <li>- Deliberately throwing objects with intent</li> <li>- Screaming and shouting</li> <li>- Absconding from class</li> <li>- Refusal to engage in learning</li> <li>- Defacing equipment</li> </ul>
<b>Phase 1 response</b> Child will be moved in class <ul style="list-style-type: none"> <li>• “This is your first warning; we do not throw objects.”</li> </ul>	
<b>Phase 2 response</b> Child will be moved into the partner classroom for an agreed amount of time (this will be dependent on child’s age/stage of understanding) “This is your second warning for throwing which means you will now be spending sometime in the next door classroom.”	

**Phase 3 response**

Child will receive an appropriate consequence which will result in them missing out on something (e.g – playtime)

- This is your third warning for throwing. You are now going to miss 5 minutes of your playtime.”

**High level  
RED**

For example:

- Spitting
- Biting
- Intentional unsafe behaviour (e.g. throwing furniture/heavy items)
- Needing to be removed from a classroom for unsafe behaviour which endangers or seriously disrupts others
- Deliberately hurting or trying to hurt an adult or child that could result in a severe injury
- Deliberately running away from adults
- Discriminatory behaviour

**Phase 1 response**

Prioritise safety of class, including child who is displaying high level behaviour. This could mean the rest of the class are removed or the child displaying high level behaviour is removed.

Call SLT for additional support immediately. *If nobody is available, seek assistance from the nearest adult.*

**Phase 2 response**

Child will receive an internal suspension with a member of SLT. This will last one session (9:00-10:50am, 11:00-12:00, 1:00-3:00pm)

**Phase 3 response**

Child will be externally excluded

*Following each phase there will be an opportunity for a restorative conversation between the child and relevant adult.*

- Children with behaviour plans (5% of the school) may have a different behaviour management pathway. If this is the case, their behaviour plan (and agreed responses) would override this strategy. If in any doubt, please speak to the school SENCO
- It is essential that the age and stage of the child is considered when choosing a phased response e.g. swearing in reception may be addressed using a Phase 1 / 2 response, compared to a Phase 3 response being given in Year 2.
- When considering an appropriate response, it is also important to consider the wider context of the child e.g. SEND, EAL, home life, friendships, strengths and challenges.
- This is not a definitive guide and staff should not feel overwhelmed when choosing a phased response to a particular behaviour. Staff should use their professional judgement about what they deem appropriate in terms of appropriate phased response/consequence.



**Restorative conversation record** (optional, but here to support conversations)

Date of incident	Names of children involved	Class	Member of staff

<p>Can you tell me what happened?          What were you thinking/feeling since it happened?          How have you been thinking/feeling since it happened?          How were you thinking at the time?</p>	
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<p>Who do you think has been affected by your actions?          How were they affected?</p>	
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<p>What are you thinking now? What can you do to put this right?  <i>Agree a suitable outcome and consequence.</i></p>	
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<p>How can we prevent this from happening again in the future?          Is there anything I can do to help you?</p>	
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<b>Are you ok?</b> <i>Low level</i>	<b>Let's talk.</b> <i>Low level</i>	<b>Maybe you could move?</b> <i>Low level</i>	<b>Time to move.</b> <i>Medium level</i>	<b>Teachers talk with your family.</b> <i>Medium level</i>	<b>Teachers and SLT meet with your family.</b>	<b>Extra Support</b>
<p>Are you ok? Can I help you with &lt;your task&gt;?</p> <p style="text-align: center;">↓</p> <p>&lt;Name&gt; you are &lt;describe behaviour&gt; this is having &lt;this impact&gt; and is not showing &lt;kindness/respect/wisdom/honour&gt;</p> <p style="text-align: center;">↓</p> <p>You need to &lt;remind TROGS&gt;.</p> <p style="text-align: center;">↓</p> <p>I know you &lt;do this you did fabulous work this morning&gt; this is the &lt;name&gt; I need to see now.</p>	<p>Restorative Conversation (RC)</p> <p>W.A.R.M.</p> <p><u>What</u> What happened? What were you thinking?</p> <p><u>Affected</u> Who was affected and how?</p> <p><u>Repair</u> What can we do to put things right?</p> <p><u>Make a plan</u> What can you do next time to make it work out better for you and those around you?</p>	<p>If you can't get your work done here, you can go to X classroom (neighbouring teacher/Phase Lead) or X space. I'll give you a moment to make that choice</p> <p>If they choose to work sensibly, hold your RC with them at the next convenient time.</p> <p style="text-align: center;">←</p> <p style="text-align: center;">←</p> <p style="text-align: center;">←</p>	<p>If child stays in classroom but continues poor behaviour:</p> <p>You chose to stay in this classroom but I can see you're still &lt;describe behaviour&gt;. I need you to take your work to X classroom (neighbouring teacher/Phase Lead). I'll give you a moment to gather your equipment</p> <p>If child moves and works in another classroom, hold your RC with them at the next convenient time. Children will move into another classroom to complete their current learning job.</p> <p>If child refuses to leave:</p> <p>I'll need to send for a member of SLT to come and help you move now.</p> <p>This leads to an RC with class teacher or TA, at the next convenient time, and either a phone call home or a discussion with parent after school.</p>	<p>If child moves classroom but continues poor behaviour OR behaviour is one of our described high levels of behaviour, a child should be internally suspended for the rest of the session and miss their next playtime.</p> <p>Internal suspension will take a short while to organise and will be overseen by a member of the SLT.</p> <p>Session 1 will result in a loss of playtime. Session 2 will result in a loss of lunchtime Session 3 will result in either a loss of afternoon play (if applicable) or a loss of the following mornings playtime. Missing assembly in a location where they are supervised but with no adult interaction</p> <p>This leads to an RC with class teacher or TA, at the next convenient time, and either a phone call home or a discussion with parent after school.</p>	<p>Where a second internal suspension is made, a phone call home will be made and parents asked to come in and meet with Mrs Turner, Mrs Brunton, or Mr Gubbins</p> <p>Meeting with Mrs Turner, Mrs Brunton or Mr Gubbins, Teacher and Parents (and possibly child if appropriate and useful) to discuss behaviour and agree a positive way forward.</p>	<p>If a child's behaviour is a continuing concern, inform a member of the SLT</p> <p>Teacher and member of SLT will discuss observed behaviours and decide on a supportive pathway.</p> <p>Child may receive additional support or focused pastoral care – including ELSA.</p> <p>If this doesn't result in improved behaviour then external agencies may be involved e.g Outreach, E.P</p>
<p>No consequence needed Parents do not need to be informed</p>	<p>Parents do not need to be informed</p>	<p>No consequence needed Parents do not need to be informed</p>	<p>Consequence needed Parents to be informed Log on My Concern</p>	<p>Consequence needed Parents to be informed Log on My Concern</p>	<p>Consequence needed Parents to be informed Log on My Concern</p>	<p>Consequence needed Parents to be informed Log on My Concern</p>

# Our Class Target is...



T	R	O	G	S
Time and Task	Resources	Outcomes	Grouping	Stop Signal
				

T	R	O	G	S
Time and Task	Resources	Outcomes	Grouping	Stop Signal
				

Visiting the toilets	Using the Library	At Playtime
<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Using the toilets during break time to maximise our learning time.</li> <li>• Asking the adult if I can go to the toilet when the adult is not doing a teaching input</li> <li>• Using the toilets nearest to my class</li> <li>• Walking sensibly to the toilets</li> <li>• Putting used toilet paper into the toilet, flushing the toilet, washing my hands with one pump of soap, drying my hands with a paper towel and putting the paper towel into the bin</li> <li>• Using the cubicle by myself</li> <li>• Letting a grown-up know if there is a problem in the toilets</li> <li>• Waiting patiently if the toilets are being used by someone else</li> </ul>	<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Behaving sensibly – as if we were in a classroom</li> <li>• Being quiet/using a quiet voice when in the library</li> <li>• Using the computer with a grown-up to check books out</li> <li>• Putting the books back in the right place</li> <li>• Putting the books back with the spines facing out</li> <li>• Returning to our class when our love for reading session has finished</li> <li>• Letting a grown-up know if we notice any damaged books</li> <li>• Reading quietly</li> </ul>	<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Walking from our classroom to the playground</li> <li>• Wearing a coat if it is wet or cold</li> <li>• Only going indoors with adult permission</li> <li>• Playing safely using kind hands, feet and words</li> <li>• Using good manner with other children and grown-ups</li> <li>• Including people in our games</li> <li>• Sharing equipment and outside resources e.g. scooters, construction, balls</li> <li>• Putting rubbish in the bin</li> <li>• Going to an grown-up if there is a problem we can't solve</li> <li>• Going to a grown-up if we are hurt</li> <li>• Walking to our line and coming off of equipment when the whistle is blown</li> <li>• Lining up quietly, facing the front</li> <li>• Walking in line quietly back to our classrooms</li> </ul>
<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Meeting or waiting for friends in the toilets</li> <li>• Playing or chatting in the toilets</li> <li>• Messing around with soap, toilet paper or paper towels</li> <li>• Standing on toilet seats</li> <li>• Looking under or over cubicle doors</li> <li>• Letting anyone else in to the cubicle with us</li> <li>• Showing our private parts to others (Pantosaurus)</li> <li>• Banging or pushing doors</li> <li>• Taking toys or equipment into the toilets</li> </ul>	<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Leaving books lying around or on the floor</li> <li>• Leaving the library in an untidy way</li> <li>• Talking, running around or making noise</li> <li>• Playing games or playing with toys</li> <li>• Leaving books lying around, with pages tucked in, upside down, or spines facing inwards</li> <li>• Playing with the cushions</li> <li>• Touching the tree</li> <li>• Playing with the fountain/putting stones in the water</li> </ul>	<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Running before we are on the playground</li> <li>• Fighting: in play or otherwise</li> <li>• Messing about in the toilets</li> <li>• Using our outdoor equipment/resources in an unsafe way</li> <li>• Damaging out outdoor equipment/environment</li> <li>• Arguing with the adults – if we are playing football.</li> <li>• Going into bushes/behind sheds where we cannot be seen</li> <li>• Going in to the school building without telling a grown-up</li> </ul>

Being in the right state for learning	Stopping in a lesson	Looking after our work books
<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Sitting sensibly and safely on the carpet. When sitting at tables we will have feet on floor, tummies near tables, sitting with good posture with 4 chair legs on the floor</li> <li>• Keeping our work space tidy</li> <li>• Making sure we use the toilets during playtime and lunchtime. This makes sure that we are ready for our learning</li> <li>• Getting the equipment that we need for our learning quickly and sensibly</li> <li>• Asking if we need to go to the toilet. <i>One person per time per classroom</i></li> <li>• Staying in our seats during learning tasks</li> <li>• Making sure that we have eyes looking and our listening ears when we are sat on the carpet or when the teacher is delivering an input</li> <li>• Looking after our classroom resources and letting a grown-up know if anything is damaged or broken</li> <li>• Making sure that we get a drink only when the teacher or teaching assistant is not talking to us</li> </ul>	<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Stop talking and stop moving as soon as the signal is given</li> <li>• Turning our bodies and our faces towards the grown-up that is speaking</li> <li>• Quickly and quietly , doing what the grown-up countdown tells us to do</li> <li>• Giving our full attention to the grown-up speaking until told to begin an activity</li> <li>• If asked, return safely to our seats</li> <li>• Putting down anything that is in our hands</li> </ul>	<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Taking pride in our work and doing our best</li> <li>• Holding our work books sensibly and placing them down carefully on the table</li> <li>• Setting our work out neatly in our books</li> <li>• Starting a new piece of work on a fresh page</li> <li>• Crossing out any mistakes</li> <li>• Sticking in any loose sheets carefully and squarely – <i>if a grown-up asks us to</i></li> <li>• Making sure our pages are not creased or folded</li> <li>• Using one square for one digit in our maths books</li> <li>• Making sure our pencil is sharpened before we start to write</li> <li>• Closing our books and placing them carefully where they should go at the end of a lesson</li> <li>• Making sure that we action any improvement prompts (<i>in green</i>).</li> </ul>
<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Asking to go to the toilet during the input</li> <li>• Drinking during the input</li> <li>• Queueing by the teacher or teaching assistant</li> <li>• Doodling on our whiteboards during inputs</li> <li>• Swinging or sitting backwards on our chairs.</li> </ul>	<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Talking, drawing, writing or making noises while a grown-up is speaking to the class</li> <li>• Fiddling (unless agreed) while the grown-up is speaking to the class</li> </ul>	<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Doodling or scribbling on the front/back of our books</li> <li>• Touching or drawing in anyone else's book</li> <li>• Making a mess in our books, including large ticks (<i>self marking</i>).</li> </ul>

Uniform	Behaviour coming into, and leaving school	In the Dining Hall
<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Knowing that, when we wear our uniform, we are ambassadors for Old Town Infant School and Nursery.</li> <li>• Wearing our uniform smartly</li> <li>• Making sure our polo shirts are tucked in under our sweatshirts or cardigans</li> <li>• Having all of our clothing named</li> <li>• Hanging our coats on our pegs when we come in</li> <li>• Making sure we have a P.E kit in school</li> <li>• Not wearing earrings for P.E</li> <li>• Having long hair tied back on P.E days</li> <li>• Taking care of our uniform and that of others</li> <li>• Put any uniform that we are not wearing in an agreed place <i>e.g. peg, jumper box.</i></li> <li>• Returning lost uniform to its owner</li> </ul>	<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Knowing that, when we wear our uniform, we are ambassadors for Old Town Infant School and Nursery.</li> <li>• Being considerate of other people arriving into school</li> <li>• Crossing the road safely with our grown-ups</li> <li>• Walking on the pavements</li> <li>• Greeting our adults on the way in to school</li> <li>• Getting off our bikes and scooters at the school gate and then walking them to the bike shed/scooter park</li> <li>• At home time, waiting until our teacher or teaching assistant has identified our adult collecting us before we leave the building</li> <li>• Saying goodbye to our grown-up before leaving to go home</li> <li>• Leaving our pets at the school gate</li> </ul>	<p>You will see us:</p> <ul style="list-style-type: none"> <li>• Washing our hands before eating</li> <li>• Lining up quietly in our classrooms before we make our way to the dining hall</li> <li>• Talking quietly when in the dining hall</li> <li>• Showing respect to everyone at lunchtime</li> <li>• Remembering to say 'please' and 'thank you'</li> <li>• Using our knife, fork and spoon properly</li> <li>• Walking when we are in the dining hall</li> <li>• Waiting until we have an empty mouth before we speak</li> <li>• Putting up our hand if there is a problem/we need something</li> <li>• Tidying up when we have finished and putting our rubbish away in the correct bin</li> <li>• Lining up quietly before leaving the dining hall</li> </ul>
<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Leaving coats on the floor</li> <li>• Leaving coats, jumpers or cardigans out in the playground/learning garden</li> <li>• Swinging coats around in the playground</li> <li>• Pulling others clothing/coats in the playground</li> <li>• Wearing nail varnish or tattoos</li> <li>• Wearing clothes tied around our waists</li> <li>• Wearing trainers, unless it is a P.E day or if there is a separate arrangement</li> <li>• Wearing jewellery or accessories</li> <li>• Wearing hoodies as school jumpers</li> <li>• Wearing non-uniform P.E kit</li> </ul>	<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Walking on roads or running away from our adults</li> <li>• Riding our bikes or scooters on school grounds</li> <li>• Touching or playing with other people's bikes or scooters left in the bike shed/scooter park.</li> <li>• Shouting, behaving or running in an antisocial/unkind way</li> <li>• Leaving the school site at the end of the day without an adult</li> <li>• Playing with any classroom resources that have been set up outside in the YR/Y1 learning areas (<i>inside the wooden fences</i>) prior to the school day starting.</li> <li>• Bringing toys in to school with us</li> </ul>	<p>You will not see us:</p> <ul style="list-style-type: none"> <li>• Shouting or talking loudly in the dining hall</li> <li>• Running in the dining hall</li> <li>• Eating or touching other people's food</li> <li>• Playing with our food or water</li> <li>• Banging or being silly with our knife, fork and spoon</li> <li>• Talking with our mouths full/open</li> <li>• Helping ourselves to more than one dessert and one piece of fruit</li> <li>• Putting rubbish/food in the wrong bin</li> <li>• Going to the toilet without letting a grown-up know</li> </ul>

## **Moving around the school**

You will see us:

- Lining up sensibly and quietly in our classrooms
- Being considerate of others learning and moving around quietly
- Walking, not running
- Entering our learning area and sitting down quietly
- Listening to grown-ups

You will not see us:

- Chatting as we move around the school
- Running down the corridors
- Jumping up/down the stairs
- Pushing or touching others
- Touching displays or paintings on the walls